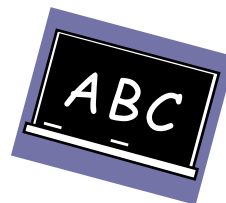


Functional Independence

Sample Assessment Booklet

Updated 10/21/05

English Language Arts



Grade 3

Introduction

The *Grade 3 English Language Arts Functional Independence Sample Assessment Booklet* has been developed to provide teachers, administrators, parents, students, and other interested stakeholders a sample of the content and length of the assessment. Additional *English Language Arts Functional Independence Sample Assessment Booklets* are available in grades 4/5, 6/7/8, and 11. The *Sample Assessment Booklets* can be downloaded from the MI-Access Web page at www.mi.gov/mi-access.

The *Functional Independence English Language Arts Assessment* consists of two components: Accessing Print (Word Recognition and Text Comprehension) and Expressing Ideas. The table below indicates the number of core items and possible points on the grade 3 assessment, as well as the number of pilot items that will be embedded in the assessments for each component. A student's overall performance score will be based only on his or her performance on the core items. Data will be collected about student performance on the embedded pilot items, but they will **not** count toward a student's overall performance score. A portion of the core items will be released electronically each year. The embedded items will be used to replace the released items in future assessment booklets.

<i>Grade 3 Functional Independence English Language Arts Assessments</i>	Number of Core Items	Possible Core Points	Number of Embedded Pilot Items
Accessing Print and Expressing Ideas: Core Items			
Part 1: Word Recognition Items (Multiple-choice items)	20	20	4
Part 2: Text Comprehension Items (7 Multiple-choice items per passage)	21 (3 passages)	21	7 (1 passage)
Part 3: Expressing Ideas Items	1 prompt	4	1 prompt
Total	42	45	12

The *Grade 3 Functional Independence English Language Arts Sample Assessment Booklet* reflects the content and length of the operational assessments, which will be administered for the first time in fall 2005. Placeholders for embedded pilot items have been designated throughout the *Sample Assessment Booklet* (items 21-24, 46-52, and 54). Please note that the positions of the embedded pilot item placeholders have been determined solely for the ease and convenience of the users of the *Sample Assessment Booklet*. The position of embedded pilot items in the operational assessment booklets will vary from year to year.

The *Grade 3 Functional Independence English Language Arts Sample Assessment Booklet* also contains four sample student responses from the Expressing Ideas Tryout administered in spring 2004. The responses have been scored and annotated by the Michigan Department of Education and the MI-Access contractor.

PART 1

WORD RECOGNITION

DIRECTIONS: Look at the picture. Then, choose the word that **BEST** tells about the picture.

Additional Information:

- Please note that the *Functional Independence English Language Arts Assessments* are based on the *Extended* Grade Level Content Expectations (EGLCE) and benchmarks (EB). The EGLCE that each item in this booklet measures can be found on pages 64 and 65.
- Enlarged Print, Braille, and audio versions of the assessment are available for the *Functional Independence English Language Arts* operational assessments.
- For the Word Recognition portion of the *Functional Independence English Language Arts Assessment*, students will select a word that correctly identifies a picture. They will have three words from which to choose. Assessment administrators may read the item stem aloud to students, but they may NOT read the three answer choices aloud.

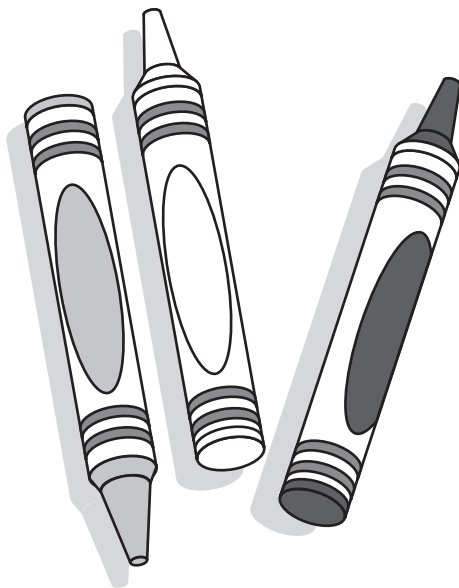


1 This is a _____.

A mommy

B daddy

C baby

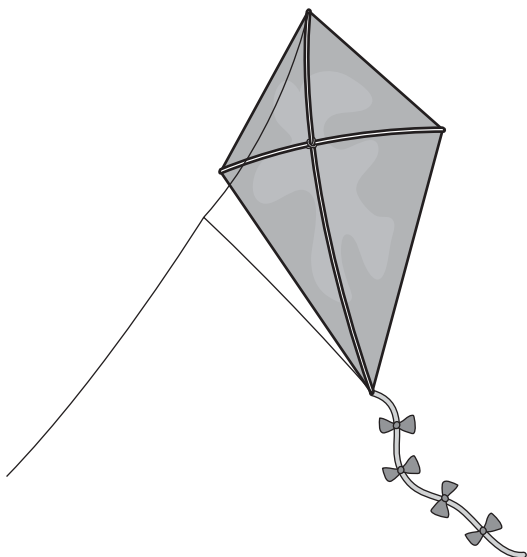


2 These are _____.

A crayons

B plants

C lions



3 This is a _____.

A lake

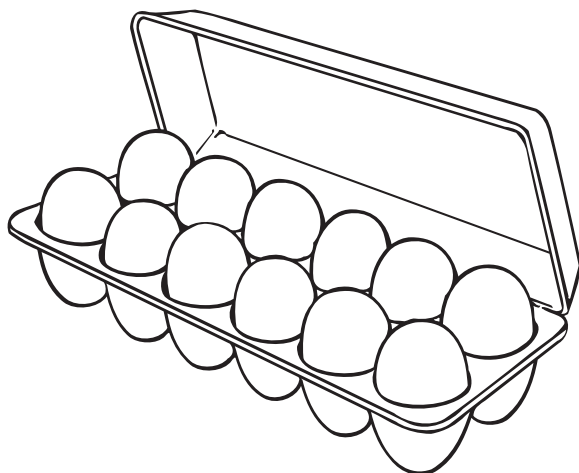
B kite

C hill



4 These are _____.

- A** farms
- B** flowers
- C** parks

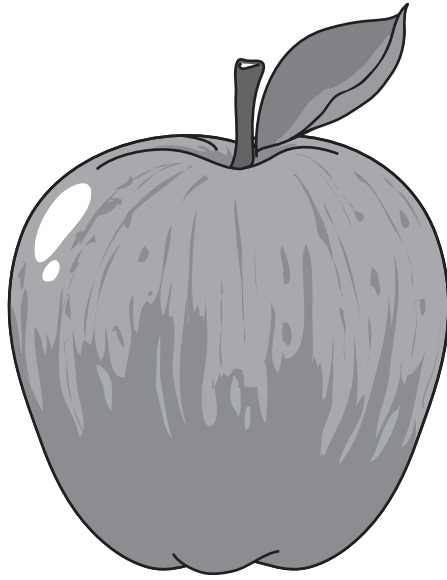


5 These are _____.

A eggs

B men

C hens

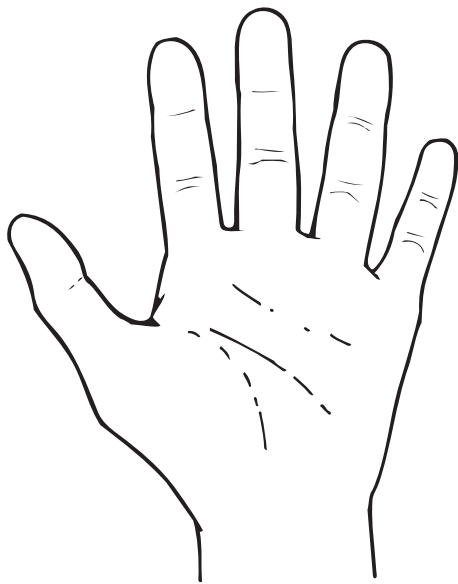


6 This is an _____.

A uncle

B aunt

C apple

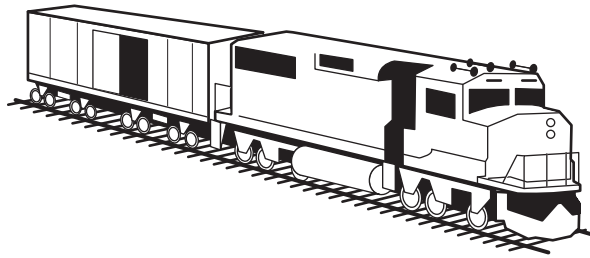


7 This is a _____.

A hand

B town

C ball

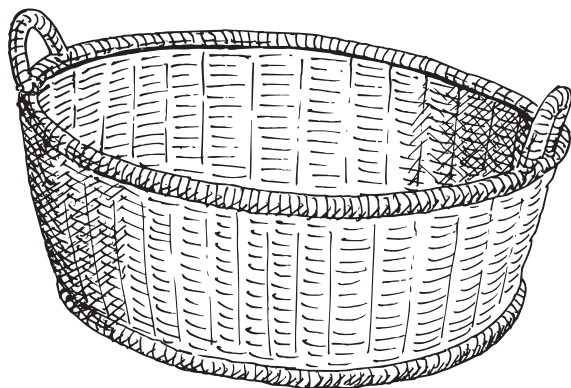


8 This is a _____.

A boat

B train

C car

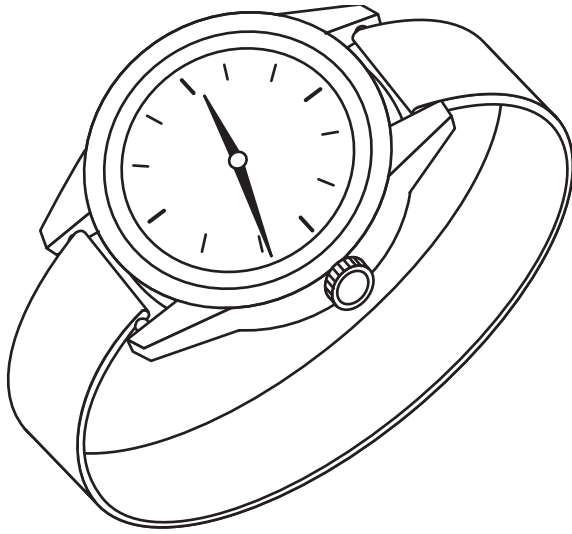


9 This is a _____.

A basket

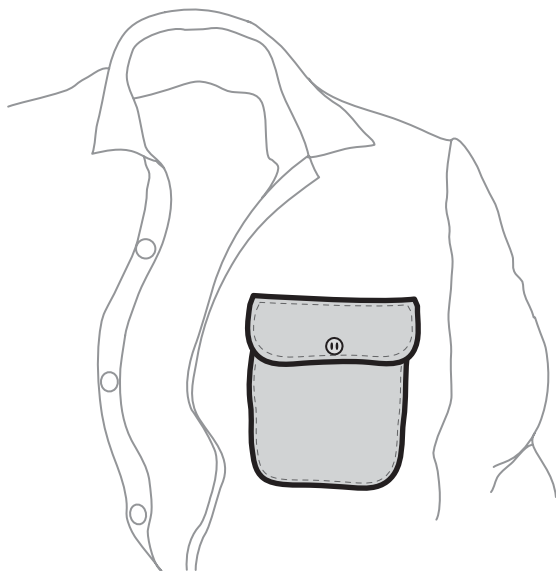
B can

C box



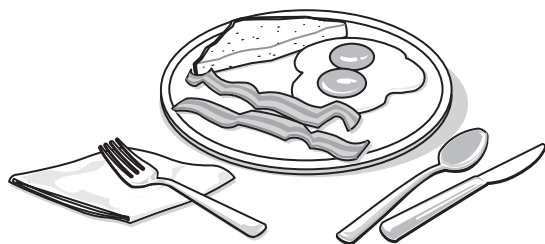
10 This is a _____.

- A** rope
- B** snake
- C** watch



11 This is a _____.

- A** shoe
- B** pocket
- C** bag

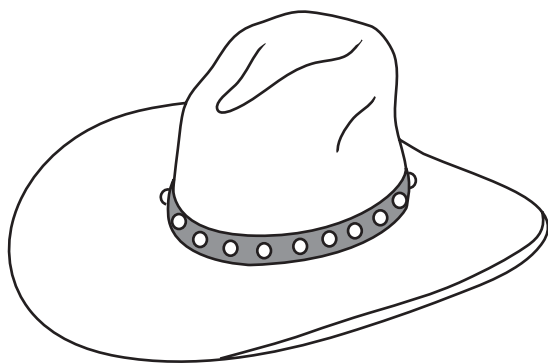


12 This is _____.

A fire

B cake

C breakfast



13 This is a _____.

A coat

B hat

C shoe



14 This is a _____.

A line

B fish

C park

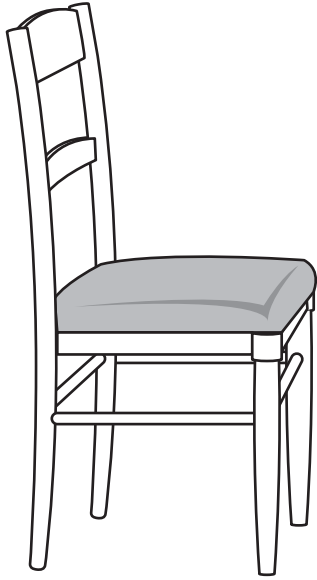


15 These are _____.

A streets

B trees

C leaves



16 This is a _____.

- A** basket
- B** chair
- C** light

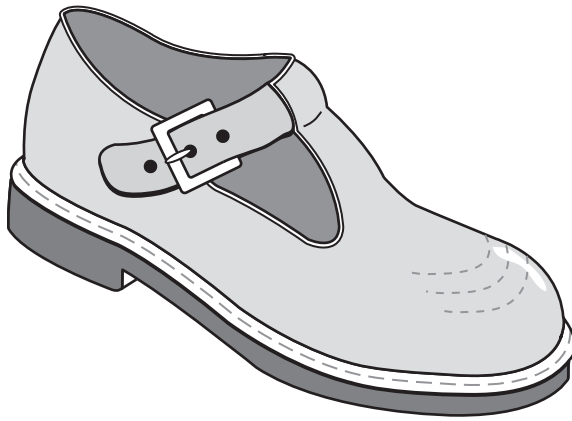


17 These are _____.

A boots

B bikes

C birds



18 This is a _____.

- A** shoe
- B** balloon
- C** animal

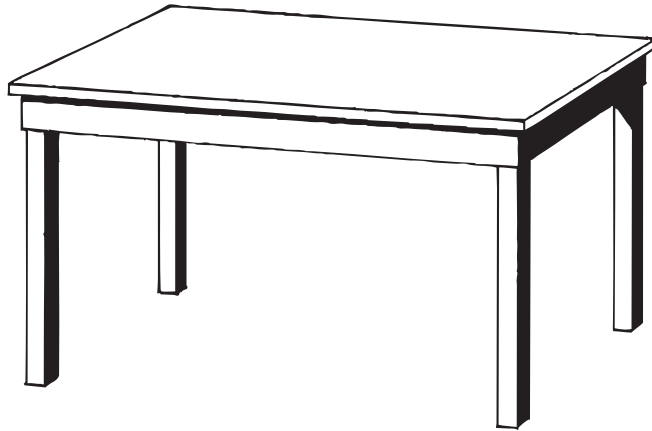


19 These are _____.

A clouds

B birds

C balls



20 This is a _____.

- A** box
- B** table
- C** yard

21 EMBEDDED PLACEHOLDER

A

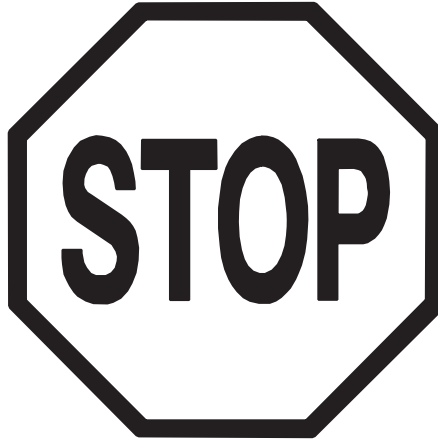
B

C

22 EMBEDDED PLACEHOLDER**A****B****C**

23 EMBEDDED PLACEHOLDER**A****B****C**

24 EMBEDDED PLACEHOLDER**A****B****C****Do Not Continue.**



Do not continue until instructed to do so.

PART 2

TEXT COMPREHENSION

DIRECTIONS: Read the passage. Then, answer the questions that follow. Choose the **BEST** answer for each question.

Additional Information:

Please note that the *Functional Independence English Language Arts Assessments* are based on the *Extended Grade Level Content Expectations* (EGLCE) and benchmarks (EB). The EGLCE that each item in this booklet measures can be found on pages 64 and 65.

Enlarged Print, Braille, and audio versions of the assessment are available for the *Functional Independence English Language Arts* operational assessments.

For the Text Comprehension portion of the *Functional Independence English Language Arts Assessment*, students will read or listen to three types of passages (narrative, informational, and functional), and then answer seven multiple-choice questions that follow each passage. The passages and items may be read aloud to a student if the Individualized Education Program Team determines this is an appropriate assessment accommodation. Since a student may access print in the manner typically practiced during classroom instruction, and/or as specified in the student's Individualized Education Program, a reader is considered a standard assessment accommodation.

Each passage consists of content, vocabulary, and language structures that are appropriate for the age and interest levels of the students. The readability of all passages has been determined by the professional judgment of the item writers, content editors, and item review committees composed of Michigan educators. In addition, the *Degrees of Reading Power*® (DRP®) software has been used to analyze the difficulty levels of all passages.

Passage 1**A Clean Room**

“Will you take me to a movie?” Ed asked his grandmother. Ed’s grandmother looked at Ed’s room. It was a mess.

“I will take you to a movie,” his grandmother said, “but only if you clean your room first.”

Ed went into his bedroom and took the dirty sheets off his bed. Then, he put on clean ones and made his bed.

Next, he picked up all the clothes that were on the floor. If they were dirty, he put them in the laundry basket. If they were clean, he folded them and put them away.

The next thing Ed did was clean his desk. He threw away old papers. Then he put his books back on the shelf.

The final thing Ed did was pick up his toys. By this time, Ed was sick of cleaning. He shoved all his toys under his bed instead of putting them away.

Ed’s grandmother came into his room. She could not believe how clean it was. Then, she looked under his bed and saw all his toys.

“Ed, now all you have to do is put your toys away,” his grandmother said.

“Okay, I will.” Ed put everything away. He was happy he was finally done. Now he and his grandmother could go to the movies. He could even find things in his room, too!

- 25** What did Ed want to do?
- A** ride his bike
 - B** see a movie
 - C** clean his room
- 26** In this story, the word laundry means
- A** clothes to be washed.
 - B** a place for books.
 - C** a neat pile.
- 27** What did Ed do with his clean clothes?
- A** He folded them.
 - B** He put them in a basket.
 - C** He ironed them.

28 Where did Ed put his books?

- A** on his bed
- B** on the shelf
- C** on his desk

29 In this story, the word final means

- A** last.
- B** first.
- C** only.

30 How did Ed's grandmother **probably** feel when she looked under Ed's bed?

- A** tired
- B** hungry
- C** surprised

31 How did Ed feel at the end of this story?

- A** happy he could go to the movies
- B** tired from washing his clothes
- C** excited to do his homework



Do Not Continue.



Do not continue until instructed to do so.

Passage 2**School Bus Rules**

Many students take the bus to school every day. While riding on the bus, they should follow bus safety rules. These rules are very important. They help keep students safe while they ride the bus to school. They also help make the bus driver's job easier. When students follow the bus rules, the driver can pay more attention to driving safely.

Here are some rules to follow while you are on the bus.

1. Stay in your seat.
2. Keep your hands and feet to yourself.
3. Talk quietly.
4. Keep the bus clean.
5. Exit the bus carefully.

Remember, the bus can be a fun place. Following these rules will make it a safe place, too.

- 32** What is this passage **mostly** about?
- A** having fun on the school bus
 - B** being safe on the school bus
 - C** doing your homework on the school bus
- 33** In this passage, how does following bus rules make the bus driver's job easier?
- A** The bus driver can clean the bus more often.
 - B** The bus driver can talk to the students while driving.
 - C** The bus driver can pay more attention to driving safely.
- 34** This passage says you are following the bus safety rules if you
- A** stay in your seat and keep the bus clean.
 - B** talk loudly to your friends.
 - C** jump up and down while the bus is moving.

- 35** In this passage, bus rules are important for you and for
- A** teachers.
 - B** parents.
 - C** bus drivers.
- 36** This passage says that if children are noisy, the bus driver cannot think about
- A** driving.
 - B** eating.
 - C** talking.
- 37** In this passage, the word exit means
- A** talk on the bus.
 - B** ride on the bus.
 - C** get off the bus.

38 The author **probably** wrote this passage to

- A** teach students about cleaning a bus.
- B** teach students about bus safety.
- C** teach students about bus rules.



Do Not Continue.



Do not continue until instructed to do so.

Passage 3**Puppies Need a Home**

Sam was riding his bike home one day when he saw a sign on a tree. He stopped to see what it said. This is what he read.



Sam wrote down Jack's number. Then, Sam went home. He told his mom about the puppies. They talked about what it would mean to care for a puppy. Even though the puppies were free, a puppy would have to be fed, walked, and bathed. They decided to go look at the puppies. Then, Sam's mother could make up her mind about letting Sam have a puppy.

39 Who **probably** made the sign about the puppies?

- A** Sam
- B** Jack
- C** Sam's mother

40 Where does Sam see the sign?

- A** at school
- B** on TV
- C** on a tree

41 How old are the puppies?

- A** 3 days old
- B** 8 weeks old
- C** 5 months old

42 Some of the puppies are

- A** all black.
- B** all white.
- C** brown and white.

43 The sign says Jack wants the puppies to have

- A** fun toys.
- B** tasty food.
- C** good homes.

44 In this story, someone who wants a puppy can

- A** ask Jack to buy one.
- B** write Jack a letter.
- C** call Jack after 6 P.M.

45 In this story, what is one thing Sam will have to do if he gets a puppy?

- A** feed the puppy every day
- B** take the puppy to school
- C** find the puppy a new home



Do Not Continue.

Passage 4

EMBEDDED PLACEHOLDER

46 EMBEDDED PLACEHOLDER**A****B****C****47** EMBEDDED PLACEHOLDER**A****B****C****48** EMBEDDED PLACEHOLDER**A****B****C**

49 EMBEDDED PLACEHOLDER**A****B****C****50** EMBEDDED PLACEHOLDER**A****B****C****51** EMBEDDED PLACEHOLDER**A****B****C**

52 EMBEDDED PLACEHOLDER**A****B****C****Do Not Continue.**



Do not continue until instructed to do so.

PART 3

EXPRESSING IDEAS

DIRECTIONS: Read the prompt. Complete your response to the prompt on the student answer document. Then, use the checklist to review and proofread your response.

Additional Information:

Please note that the *Functional Independence English Language Arts Assessments* are based on the *Extended* Grade Level Content Expectations (EGLCE) and benchmarks (EB). The EGLCE that each item in this booklet measures can be found on pages 64 and 65.

Enlarged Print, Braille, and audio versions of the assessment are available for the *Functional Independence English Language Arts* operational assessments.

For the Expressing Ideas portion of the *Functional Independence English Language Arts Assessment*, students are asked to respond to a prompt by “expressing ideas” related to a practical, real-world situation. The prompts have been developed to accommodate various response modes, which means that students may write, dictate, draw, or use a combination of the three modes, to express their ideas. Student responses will be evaluated holistically according to a four-point rubric that measures topic focus, organization, and use of language and visual conventions. The scoring rubric is shown on page 59, and is followed by four scored and annotated sample student responses.

- 53 Prompt:** Tell about a safety rule you follow at school. Tell why this rule is important.

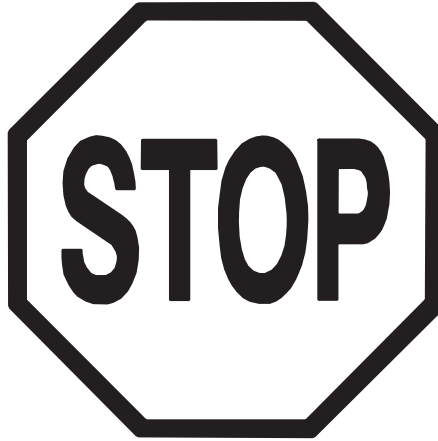
CHECKLIST

DIRECTIONS: Use this checklist as you review and proofread your response to the prompt.

- _____ Did I answer each part of the prompt?
- _____ Did I support my ideas with details?
- _____ Did I organize my ideas and details clearly?
- _____ Did I review my response one more time to make sure it is just the way I want it?
- _____ Did I put my response on the student answer document?



Do Not Continue.



Do not continue until instructed to do so.

54 Prompt: EMBEDDED PLACEHOLDER**CHECKLIST**

DIRECTIONS: Use this checklist as you review and proofread your response to the prompt.

- _____ Did I answer each part of the prompt?
- _____ Did I support my ideas with details?
- _____ Did I organize my ideas and details clearly?
- _____ Did I review my response one more time to make sure it is just the way I want it?
- _____ Did I put my response on the student answer document?



Do Not Continue.

Scoring Rubric – Grades 3-8 and 11

	Writing	Drawing
4	The writing focuses on the topic. The topic may not be explicitly stated, but can be easily inferred by the reader. The text includes appropriate details and/or examples based on the student's prior knowledge and experience. There is a clear organizational structure with transitions between ideas, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) do not interfere with understanding.	The drawing focuses on the topic. Pertinent details and/or examples based on the student's prior knowledge and experience are: (1) clearly present in the drawing; (2) present in the drawing and enhanced through written explanation by the student and/or transcribed oral explanation by the assessment administrator; or (3) provided solely through written and/or transcribed oral explanation. The visual text presents a logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) do not interfere with understanding.
3	The writing is mostly on topic. The topic may not be explicitly stated, but can be inferred with little effort by the reader. There is some development of the topic with appropriate details and/or examples. The text reflects a mostly organized structure and may include transitions between ideas. The writing demonstrates some attention to word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may slightly interfere with understanding.	The drawing is mostly on topic. Some details and/or examples are (1) present in the drawing; (2) mostly present in the drawing and supported through written and/or transcribed oral explanation; or (3) are provided solely through written and/or transcribed oral explanation. The visual text presents an attempt at logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may slightly interfere with understanding.
2	The writing is somewhat on topic. If not explicitly stated, the topic may not be easily inferred. There is limited development with simplistic details and/or examples. The focus may wander. The writing lacks a clear organizational structure, and ideas may be repetitive. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may make understanding difficult.	The drawing is somewhat on topic, but is developed with limited details and/or examples that are (1) present in the drawing; (2) present in the drawing and supported through minimal written and/or transcribed oral explanation; or (3) presented solely through minimal written and/or transcribed oral explanation. The visual text lacks a clear structure and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding difficult.
1	The writing shows some evidence of an attempt to respond to the prompt, although there is little or no development of the topic and little direction. The vocabulary may be limited to one or two words, not a complete sentence. The text may show minimal sound/letter correspondence and use of language conventions. Errors may make understanding nearly impossible.	The drawing shows some evidence of an attempt to respond to the prompt, yet it presents little or no development of the topic and is supported with little to no written or transcribed oral explanation. The visual text lacks direction or organization. Errors in language and/or visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding nearly impossible.

Not ratable if:

- A** – off topic
- B** – illegible
- C** – written in a language other than English
- D** – blank/refused to respond

SAMPLE STUDENT RESPONSE**OPTION 2****Prompt:**

Tell about a safety rule you follow at school. Tell why this rule is important.

No punching other kids.
Caus you dont want
to hrt evry boddy else.
You dont want to mak them
cry. You dont want to hrt
there felings.

Score Point 4

This is a score point 4 response. The writing focuses on the prompt topic, is well developed and organized, and reflects the student's prior knowledge and experience. The student's response gives three elaborated and appropriate details that tell why "no punching other kids" is an important safety rule. Any errors in written language conventions do not interfere with meaning or understanding.

SAMPLE STUDENT RESPONSE**OPTION 2****Prompt:**

Tell about a safety rule you follow at school. Tell why this rule is important.

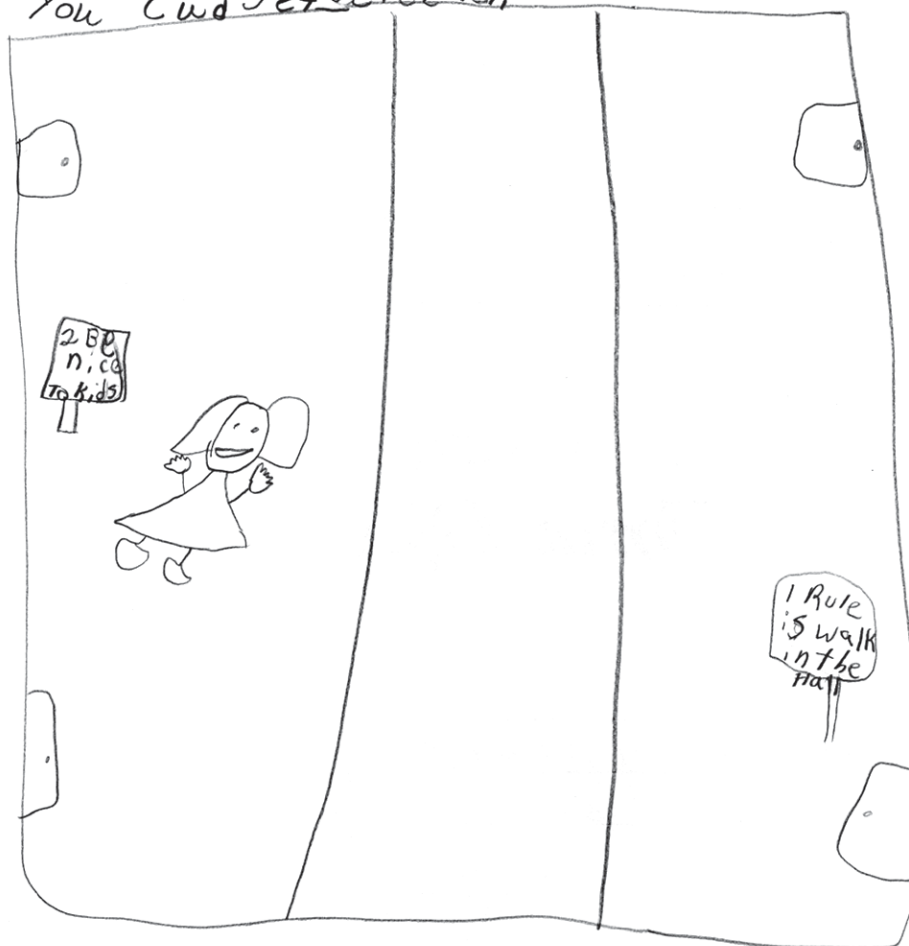
don't talk with your mouth
with food in your mouth
because you might choke.
don't steal anything or if
~~don't~~ steal a pencil they will
call the cops
don't do a flip on your
chair you might fall and
hit your head floor

Score Point 3

This is a score point 3 response. The student's writing focuses on the prompt topic in a mostly well-developed and organized manner. The writer also demonstrates some knowledge and accuracy in language conventions. The student gives examples of several different safety rules and why each is important, but there are only limited details that explain why each rule is important. Additional details and/or examples would have to accompany one of the rules in order to attain a higher score point.

SAMPLE STUDENT RESPONSE**OPTION 1****Prompt:**

Be nice to kids because
Tell about a safety rule you follow at school. Tell why this rule is important.
You cnd get detection

**Score Point 2**

This is a score point 2 response. The student's writing focuses on the prompt topic in a very succinct manner with limited detail – the student simply states a cause and an effect. The drawing is very bare and does not depict in a meaningful way any additional details that might further embellish the student's response. The text in the drawing, "Be nice to kids," is a repetition of the text that appears above the drawing and does not enhance the response. The other text, "Rule is walk in the hall," does, however, further demonstrate the student's attempt to respond to the prompt.

SAMPLE STUDENT RESPONSE**OPTION 2****Prompt:**

Tell about a safety rule you follow at school. Tell why this rule is important.

I cant Run in the hall

No throwing snow balls.

No fighting.

Score Point 1

This is a score point 1 response. The student's writing does partially address the prompt topic by listing three safety rules he or she follows at school with minimal details. However, the student does not explain why any one rule is important. To attain a higher score point, the writing would have to include details about a safety rule, as well as why it is important.

The *Grade 3 English Language Arts Functional Independence Sample Assessment Booklet* reflects items that may be eligible for inclusion on the Grade 3 assessment. Below is a list of the Extended Grade Level Content Expectations (EGLCE) that each item in this sample booklet measures.

Because the assessment will be administered during the *fall* of the school year, only content from the *previous* grade level will be measured on the assessment. Therefore, items that are eligible for the Grade 3 assessment will measure the Grade 2 EGLCE.

The references to EGLCE contained in this document can be found in the *Extended Grade Level Content Expectations*, which are available for review and download at www.mi.gov/mi-access.

WORD RECOGNITION	
Item Number	EGLCE
1-20	WS.02.EG05
21-24	Embedded Item Placeholders

TEXT COMPREHENSION Passage 1:	
Item Number	EGLCE
25	CM.02.EG03
26	WS.02.EG08
27	CM.02.EG03
28	CM.02.EG03
29	WS.02.EG08
30	NT.02.EG03
31	CM.02.EG03

TEXT COMPREHENSION Passage 2:	
Item Number	EGLCE
32	CM.02.EG03
33	CM.02.EG03
34	CM.02.EG03
35	CM.02.EG03
36	CM.02.EG03
37	WS.02.EG08
38	IT.02.EG03

TEXT COMPREHENSION Passage 3: Narrative Text	
Item Number	EGLCE
39	CM.02.EG02
40	CM.02.EG03
41	CM.02.EG03
42	CM.02.EG05
43	CM.02.EG03
44	CM.02.EG02
45	CM.02.EG02

TEXT COMPREHENSION
Passage 4: Embedded Placeholder
Item Number
46-52 Embedded Item Placeholders

EXPRESSING IDEAS	
Item Number	EGLCE
53	GN.02.EG03
54	Embedded Item Placeholder



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Revised October 23, 2003